

SSB 6129 - H AMD 957

By Representative Bergquist

1 Strike everything after the enacting clause and insert the  
2 following:

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4 "NEW SECTION. **Sec. 1.** The legislature acknowledges that  
5 paraeducators have become a significant resource to students who need  
6 additional education assistance. The legislature further recognizes  
7 that there is significant variability in paraeducator standards,  
8 training, and opportunity for professional development. A carefully  
9 constructed paraeducator development program would place the highest  
10 qualified paraeducators working with the highest need students. Such  
11 a program when combined with a career ladder could offer paraeducators  
12 real opportunities for upward mobility. Since paraeducators more  
13 closely reflect the cultural diversity of the student population, a  
14 development program and career ladder would be likely to encourage  
15 more paraeducators to become teachers. Training teachers how to work  
16 with a paraeducator in their classrooms could increase paraeducators'  
17 ability to teach students who need additional assistance.

18  
19 NEW SECTION. **Sec. 2.** (1) The superintendent of public  
20 instruction shall convene a work group to examine the use of  
21 paraeducators across school districts, including their roles and types  
22 of assignments in the classroom and the variation in paraeducator  
23 deployment in support of teachers. The work group must include  
24 paraeducators, teachers, school and school district administrators,  
25 school directors, and representatives of their respective  
26 associations. The superintendent of public instruction shall submit  
27 the findings of the work group to the professional educator standards

1 board by August 31, 2014, to inform the work of the board and the work  
2 group established under subsection (2) of this section.

3 (2)(a) The professional educator standards board shall  
4 simultaneously convene a work group to design program specific minimum  
5 employment standards for paraeducators, professional development and  
6 education opportunities that support the standards, a paraeducator  
7 career ladder, an articulated pathway for teacher preparation and  
8 certification, and teacher professional development on how to maximize  
9 the use of paraeducators in the classroom.

10 (b) The work group convened by the professional educator standards  
11 board must include representatives of:

12 (i) The professional educator standards board; the Green River  
13 Community College center of excellence for careers in education;  
14 educational service districts; community and technical college  
15 paraeducator apprenticeship and certificate programs; colleges of  
16 education; teacher, paraeducator, principal, school director, and  
17 administrator associations; career and technical education; special  
18 education parents and advocacy organizations; community-based  
19 organizations representing immigrant and refugee communities and  
20 communities of color; the educational opportunity gap oversight and  
21 accountability committee; and the office of the superintendent of  
22 public instruction; and

23 (ii) A maximum of two paraeducators from each program for which  
24 specific minimum employment standards will be designed.

25 (3) By January 10, 2015, the work group convened by the  
26 professional educator standards board shall submit a report to the  
27 education committees of the legislature that recommends:

28 (a) Multiple options for assuring minimum employment standards and  
29 professional development opportunities for paraeducators who work in:

30 (i) English language learner programs, transitional bilingual  
31 instruction programs, and federal limited English proficiency  
32 programs; and

33 (ii) The learning assistance program and federal disadvantaged  
34 program;

1 (b) A career ladder that encourages paraeducators to pursue  
2 advanced education and professional development as well as increased  
3 instructional ability and responsibility;

4 (c) An articulated pathway for teacher preparation that includes:

5 (i) Paraeducator certificate and apprenticeship programs that  
6 offer course credits that apply to transferrable associate degrees and  
7 are aligned with the standards and competencies for teachers adopted  
8 by the professional educator standards board;

9 (ii) Associate degree programs that build on and do not duplicate  
10 the courses and competencies of paraeducator certificate programs,  
11 incorporate field experiences, are aligned with the standards and  
12 competencies for teachers adopted by the professional educator  
13 standards board, and are transferrable to bachelor's degree in  
14 education programs and teacher certification programs;

15 (iii) Bachelor's degree programs that lead to teacher  
16 certification that build on and do not duplicate the courses and  
17 competencies of transferrable associate degrees;

18 (iv) Incorporation of the standards for cultural competence  
19 developed by the professional educator standards board under RCW  
20 28A.410.270 throughout the courses and curriculum of the pathway,  
21 particularly focusing on multicultural education and principles of  
22 language acquisition; and

23 (v) A comparison of the current status of pathways for teacher  
24 certification to the elements of the articulated pathway, highlighting  
25 gaps and recommending strategies to address the gaps;

26 (d) Professional development for certificated employees that  
27 focuses on maximizing the success of paraeducators in the classroom.

28 (4) The work group convened by the professional educator standards  
29 board must submit a final report of its recommendations to the  
30 education committees of the legislature by January 10, 2016,  
31 concerning:

32 (a) Multiple options for assuring minimum employment standards and  
33 professional development opportunities for basic education and special  
34 education paraeducators; and

1 (b) Appropriate professional development and training to help  
2 paraeducators meet the employment standards.

3 (5) This section expires June 30, 2016.

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5 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.410  
6 RCW to read as follows:

7 The professional educator standards board and the state board for  
8 community and technical colleges may exercise their respective  
9 authorities regarding program approval to implement the articulated  
10 pathway for teacher preparation and certification recommended pursuant  
11 to section 2, chapter . . . , Laws of 2014 (section 2 of this act) in  
12 approved teacher certification programs and certificate and degree  
13 programs offered by community and technical colleges.

14  
15 NEW SECTION. **Sec. 4.** A new section is added to chapter 28B.50  
16 RCW to read as follows:

17 Beginning with the 2016-17 academic year, any community or  
18 technical college that offers an apprenticeship program or certificate  
19 program for paraeducators must provide candidates the opportunity to  
20 earn transferrable course credits within the program. The programs  
21 must also incorporate the standards for cultural competence, including  
22 multicultural education and principles of language acquisition,  
23 developed by the professional educator standards board under RCW  
24 28A.410.270.

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26 NEW SECTION. **Sec. 5.** If specific funding for the purposes of  
27 this act, referencing this act by bill or chapter number, is not  
28 provided by June 30, 2014, in the omnibus appropriations act, this act  
29 is null and void."

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31 Correct the title.

EFFECT: Makes the following changes to the underlying bill:

32 Shortens the legislative intent section for the bill by removing  
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data about hours of instruction provided by paraeducators; removing findings about paraeducator knowledge, skills, and commitment to education; and removing findings about paraeducator training being reduced due to budget cuts.

Directs the Superintendent of Public Instruction (SPI) to convene a work group to examine the use of paraeducators across school districts and submit a report with its findings to the Professional Educator Standards Board (PESB) by August 31, 2014, in order to inform the work of the PESB work group. Adds up to two paraeducators from each program for which standards will be developed and a representative of school directors to the PESB work group. Directs the PESB work group to examine options for assuring minimum employment standards.

Requires community and technical college apprenticeship and certificate programs to provide transferrable course credits and include standards for cultural competence beginning in the 2016-17 academic year, rather than the 2015-16 academic year.

Removes the appropriation of \$150,000. Adds a null and void clause.

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